1st Grade Pacing Module 6 *with Suggested Modifications* **Key**

Optional Lesson

Extension Lesson

Remedial Lesson



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| --- | --- | --- | --- |
| Standards | Topic and Objectives | |  |
| **1.OA.1** | A | Comparison Word Problems  Lesson 1: Solve *compare with difference unknown* problem types.  Lesson 2: Solve *compare with bigger or smaller unknown* problem types. | **Days: 2**  **Core fluency practice sets** provide for differentiation based on student needs. |
| Important Note: The lessons in Topic A serve as introduction to comparison problem types. It is best to choose a lesser amount of problems for students to tackle and go deeper with conversations regarding how they knew what to solve for (because they have had minimal experience with these problem types). Throughout the rest of the module, students will see these problem types in Application Problems.  **Formative Assessment 1.OA.1 Exit Ticket for Lesson 2**  Example: | | | |
| **1.NBT.1**  **1.NBT.2a**  **1.NBT.2c**  **1.NBT.3**  **1.NBT.5** | B | Numbers to 120  Lesson 3: Use the place value chart to record and name tens and ones within a two-digit number up to 100.  Lesson 4: Write and interpret two-digit numbers to 100 as addition sentences that combine tens and ones.  Lesson 5: Identify 10 more, 10 less, 1 more, and 1 less than a two-digit number within 100.  Lesson 6: Use the symbols >, =, and < to compare quantities and numerals to 100.  Lesson 7: Count and write numbers to 120. Use Hide Zero cards to relate numbers 0 to 20 to 100 to 120.  Lesson 8: Count to 120 in unit form using only tens and ones. Represent numbers to 120 as tens and ones on the place value chart.  Lesson 9: Represent up to 120 objects with a written numeral. | **Days: 7** |
| By the end of Topic B, your students should be able to:   * Names/writes tens and ones within a two digit number up to 100 * Can recognize that a two digit number such as 67 is a combination of 6 tens and 7 ones * Identify 10 more, 10 less, 1 more, and 1 less than a two-digit number within 100. * Use the symbols >, =, and < to compare quantities and numerals to 100. * Can write numbers as tens and ones * Count, write and represent numbers to 120   **Snapshot Assessment 1.NBT.2 Problem 1 Snapshot Assessment 1.NBT.3 Problem 3**  Example: Example: | | | |
| **1.NBT.4**  **1.NBT.6** | C | Addition to 100 Using Place Value Understanding  Lesson 10: Add and subtract multiples of 10 from multiples of 10 to 100, including dimes.  Lesson 11: Add a multiple of 10 to any two-digit number within 100.  Lesson 12: Add a pair of two-digit numbers when the ones digits have a sum less than or equal to 10.  Lessons 13–14: Add a pair of two-digit numbers when the ones digits have a sum greater than 10 using decomposition.  Lesson 15: Add a pair of two-digit numbers when the ones digits have a sum greater than 10 with drawing. Record the total below.  Lessons 16–17: Add a pair of two-digit numbers when the ones digits have a sum greater than 10 with drawing. Record the new ten below. | **Days: 8**  Use “[Got Your Number](http://www.insidemathematics.org/assets/problems-of-the-month/got%20your%20number.pdf)” to try some of the games with your students (great for centers) to enhance 10 more, 10 less, comparing numbers to 100 and adding to within 20 and 100.  While it is necessary to expose students to these lessons, make sure to spend time in where students are. They need to have strategies for this type (25 + 38), but not mastery yet. |
| By the end of Topic C, your students should be able to:   * Add and subtract multiples of 10 from multiples of 10 to 100 (90- 70) * Add a multiple of 10 to any two-digit number within 100 (29 + 30) * Add two-digit numbers when the ones have a sum less than 10 (23 + 14) * Add a two-digit number to a one digit number when it is necessary to regroup in the ones (45 + 9)   Begin to be able to (students will revisit this in 2nd grade, it is important they have strategies for it, but do not need to master it yet):   * Add two-digit numbers with regrouping in the ones (37 + 26)   **Snapshot Assessment 1.NBT.4 Problem 3 Snapshot Assessment 1.NBT.6 Problem 4**  Example: Example: | | | |
| **Suggested Task:**  [Got Your Number Primary Level](http://insidemathematics.org/problems-of-the-month/pom-gotyournumber.pdf): One of the tasks challenges a student to choose 4 cards from 6 to make two 2-digit numbers that will add closest to 100. Students must use place-value knowledge to estimate and make their choices. Students must then be able to accurately use comparison subtraction to find the distance from 100.  Finally students should use place-value understanding to generalize the situation by describing a strategy for choosing and arranging the cards to form the 2-digit numbers. | | | |
| **1.NBT.4** | D | Varied Place Value Strategies for Addition to 100  Lesson 18: Add a pair of two-digit numbers with varied sums in the ones, and compare results of different recording methods.  Lesson 19: Solve and share strategies for adding two-digit numbers with varied sums. | **Days: 2** |
| By the end of Topic D, your students should be able to:   * Add a pair of two-digit numbers such as 36+57, in more than one way, explaining the similarities and differences. * Chose and explain preferred strategies for adding two-digit numbers   **Formative Assessment 1.NBT.4 Exit Ticket Lesson 19**  Example: | | | |
| ***3 Days for Remediation, Enrichment, Mid-Module Assessment***  **Suggested Tasks:**  [Nina's Numbers](http://schools.nyc.gov/NR/rdonlyres/B8F6F552-ED31-498A-A1B6-4AA86018FE5D/0/NYCDOEG1MathNinasNumbers_Final.pdf) This task includes practice for two-digit addition and subtraction for numbers up to 100.  [Through the Grapevine Primary Level](http://insidemathematics.org/problems-of-the-month/pom-throughthegrapevine.pdf)In this task**,** students collect data from raisin boxes and examine data sets to find the most and the least, generate graphs, and make predictions.  [Mid-Year Module Assessment Word Document](https://www.engageny.org/resource/grade-1-mathematics-module-6) | | | |
| **1.MD.3**  **2.MD.8** | E | **Coins and Their Values**  Lesson 20: Identify pennies, nickels, and dimes by their image, name, or value. Decompose the values of nickels and dimes using pennies and nickels.  Lesson 21: Identify quarters by their image, name, or value. Decompose the value of a quarter using pennies, nickels, and dimes.  Lesson 22: Identify varied coins by their image, name, or value. Add one cent to the value of any coin.  Lesson 23: Count on using pennies from any single coin.  Lesson 24: Use dimes and pennies as representations of numbers to 120. | **Days: 0**  **Extension Lessons**, coins are not a standard at 1st grade. If your students have an understanding of money this can be a helpful set of lesson to extend their learning. |
| **1.OA.1** | F | Varied Problem Types Within 20  Lessons 25–26: Solve *compare with bigger or small unknown* problem types.  Lesson 27: Share and critique peer strategies for solving problems of varied types. | **Days: 3**  **Lesson 27** is a great way to review the various strategies taught and provide a framework for student conversation. |
| By the end of Topic F, your students should be able to:   * Solve *compare with bigger or smaller unknown* problems within 20 * Share their strategies with peers   Formative Assessment 1.OA.1 Exit Ticket Lesson 26  Example: | | | |
| *2 Days for Re-Assessment, Remediation and Enrichment*  [End of the Year Module 6 Assessment Word Document](https://www.engageny.org/resource/grade-1-mathematics-module-6) | | | |
|  | G | Culminating Experiences  Lessons 28–29: Celebrate progress in fluency with adding and subtracting within 10 (and 20). Organize engaging summer practice.  Lessons 30: Create folder covers for work to be taken home illustrating the year’s learning. | **Days: 0**  **These lessons are optional**. You may want to use to them to celebrate student progress. There are also ideas/calendars with activities students can do during the summer to keep their fluency and math skills. |
| ***Total Instructional Days: 27*** | | | |

**Links Used:**

Module Assessments: <https://www.engageny.org/resource/grade-1-mathematics-module-6>

Got Your Number Task: <http://www.insidemathematics.org/assets/problems-of-the-month/got%20your%20number.pdf>

Nina’s Numbers: <http://schools.nyc.gov/NR/rdonlyres/B8F6F552-ED31-498A-A1B6-4AA86018FE5D/0/NYCDOEG1MathNinasNumbers_Final.pdf>

Through the Grapevine: <http://www.insidemathematics.org/assets/problems-of-the-month/through%20the%20grapevine.pdf>